Key Licensure Assessment #7: IEP, Transition Plan, and Conferencing Project
Early Childhood Intervention Specialist – EDUC 597

Overview
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. **Description of the Assessment and Its Use in the Program:**

Key Licensure Assessment #7: IEP, Transition Plan, and Conferencing Project is designed to assess a candidate’s skills for (1) developing an IEP, (2) writing a Transition Plan from preschool to kindergarten, and (3) conferencing with families regarding IEP and Transition Plans.

This assessment is completed as a component of the EDUC 597: Young Children with Special Needs II course. The project is assessed by the course instructor.

When EDUC 597 is taught during the school year, the assessment is completed as a key component of the course’s field experience. When it is taught during the intensive summer format, the course instructor provides a detailed assessment case study/profile of a preschooler and his/her family for the candidate to use for this assessment project.

To be admitted into clinical practice at Gateway 2, a candidate must complete Key Licensure Assessments #6 - #8 (Assessment Case Study; IEP, Transition Plan, and Conferencing Project; and Knowledge and Skills for Supporting and Enhancing Language Development and Communication Skills of Young Children with Exceptional Learning Needs) with at least 80% of the major elements of the initial level CEC content standards across the three assessments rated at *meets major element* and no major element rated *unacceptable*.

2. **Description of How the Assessment Specifically Aligns with the Initial Level Council for Exceptional Children (CEC) Content Standards (2012)**

The following major elements of Initial Level CEC Content Standards 1 and 3 - 7 are evaluated through this key licensure assessment.

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<thead>
<tr>
<th>Standard</th>
<th>Major Element</th>
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<tr>
<td><strong>1 – Major Element 1:</strong></td>
<td>Know of similarities and differences in human development, and how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community, as well as an individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.</td>
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<td><strong>1 – Major Element 2:</strong></td>
<td>Use knowledge of learning differences to individualize instruction to provide meaningful, culturally responsive, and challenging learning for individuals with exceptionalities</td>
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<td><strong>3 – Major Element 6:</strong></td>
<td>Know relevant philosophies, theories, laws, policies, and the issues of human diversity</td>
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<td><strong>3 – Major Element 7:</strong></td>
<td>Know principles of evidence-based practice</td>
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<td><strong>4 – Major Element 13:</strong></td>
<td>Know augmentative and alternative systems, and other assistive technologies to support and enhance communication and learning of individuals with exceptional needs</td>
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Standard 4 - Major Element 14: Select, adapt, and create a repertoire of powerful evidence-based instructional strategies to promote positive learning results in general and special curricula, to appropriately individualize and modify learning for individuals with exceptionalities, and to enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptionalities including acquisition, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Standard 4 - Major Element 16: Develop long-range individualized instructional plans anchored in both general and special education curricula, and systematically translate individualized plans into shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

Standard 4 - Major Element 18: Develop and implement individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

Standard 5 - Major Element 20: Know measurement theory and use multiple types of assessment information for a variety of educational decisions including: referral, eligibility, program planning, instruction, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds.

Standard 5 - Major Element 21: Participate on multidisciplinary child-study teams and practice in ways to assure non-biased assessments and decision making.

Standard 6 - Major Element 24: Know that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptionalities and their families.

Standard 7 - Major Element 27: Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

3. **Assessment Instrument**

   **Guidelines for IEP, Transition Plan, and Conferencing Project**

   *As you complete the following, refer to the scoring guide for Key Licensure Assessment #7 to ensure that you include all expectations for this assessment.*

   **Purpose of the Case Study:** To assess your skills for (1) developing an IEP, (2) writing a Transition Plan from preschool to kindergarten, and (3) conferencing with families regarding IEP and Transition Plans.

   **Directions:**

   1. Your task is to (1) develop an IEP for a preschool child using Ohio’s October 2009 on-line IEP format, (2) write a Transition Plan that focuses on building the knowledge, skills, and dispositions needed to transition a child from preschool to kindergarten, and (3) conduct a mock conference with the course instructor regarding the IEP developed and Transition Plan written. Please note that NO child identification information is to be included in any part of this project - use fictitious names, dates of birth, etc.

   2. If you are currently working with four or five year olds who have IEPs or if you have easy access to four or five year olds, their IEPs, and their cumulative records, you need to complete this assessment for a real child upon receiving appropriate parent/caretaker permission. If you do not have access as described above, please see the course instructor who will provide you with a detailed assessment case study and profile of a four or five year old and his/her family.
3. **Part I – IEP:** Using the data described in Step 2, you are to develop an IEP using the October 2009 PR-07 forms available on-line at www.edresourcesohio.org. Complete the following tasks, saving the completed forms to submit as a component of this project. As the tasks are completed, collaborate with your cooperating teacher/course instructor as necessary in order to ensure that the richest plan possible is developed.

   (1) **Section 1: Future Planning**
   (2) **Section 2: Special Instructional Factors**
   (3) **Section 3: Child’s Profile,** providing a summary of the child’s developmental strengths and opportunities for growth in the areas of adaptive behavior, cognition, communication, hearing, vision, sensory, motor functioning, social-emotional skills, and behavior as well as pre-academic skills, as outlined in the Early Learning Content Standards. All developmental areas, as described in the Early Learning Content Standards, are to be assessed for preschool using at least one methodology (information, interview, observation, criterion, or norm-referenced tools).
   (4) **Section 6: Measurable Annual Goals,** using the information contained in the child’s profile to determine three goals. You must include at least one academic goal and, if relevant, one language goal. For the third goal, you may choose from the following: social, emotional, behavioral, self-help, or organizational goal. If there are no relevant language goals, choose two from the above options, plus one academic goal. You will then complete Section 6 three times, one for each measurable annual goal. Make sure to state two or more measurable objectives for each measurable annual goal.
   (5) **Section 7: Description of Specially Designed Services**
   (6) **Section 8: Transportation as a Related Service**
   (7) **Section 9: Nonacademic and Extracurricular Activities**
   (8) **Section 10: General Factors**
   (9) **Section 11: Determination of Least Restrictive Environment**
   (10) **Section 12: Statewide and District Wide Testing,** as appropriate
   (11) **Section 13: Meeting Participants**
   (12) **Section 14: Signatures**

4. **Part II – Transition Plan:** Using your district’s guidelines for transition planning from preschool to kindergarten, develop a Transition Plan for your selected child. As you write your Transition Plan, make sure to collaborate with your cooperating teacher/course instructor as necessary in order to ensure that the richest plan possible is developed.

Your Transition Plan may be completed in one of two ways:

1. You may use a timeline-approach
2. You may align goals for transition to different features of the IEP

**The Timeline Approach:**

** This approach must include all transition activities (think visitations, conferences, testing, meetings, etc.) and may include the approaches listed in the “Feature Approach.”
**The Transition Plan must be individualized to the student’s needs**

(1) Overall goal(s) to transition to Kindergarten
(2) Fall 2012
(3) Winter 2013
(4) Spring 2013
(5) Summer 2013
(6) Projected Completion Date

**The Feature Approach:**

**The Transition Plan must be individualized to the student’s needs**

(1) Transition Goal(s)
(2) Transition Activities aligned with Instruction
(3) Transition Activities aligned with Community Experiences
(4) Transition Activities aligned with Related Services
(5) Transition Activities aligned with Daily Living Skills
(6) Projected Completion Date

5. **Part III – Mock Conference:** Schedule a mock conference with the course instructor to discuss the documents you developed.

6. **Narrative Reflection:** Following the mock conference, write a narrative reflection that addresses the nature of the interactions that took place with the course instructor throughout the process of completing the IEP and Transition Plan and during the mock conference. Furthermore, the narrative reflection needs to focus on the steps you would take to maximize rapport and collaboration with the family.

7. Submit the project to the course instructor on a date determined by the instructor, making sure to provide the materials called for in Steps 3, 4, and 6. Again, make sure that NO child identification information is included in any part of the project - use fictitious names, dates of birth, etc. Be mindful of the Scoring Guide for this assessment so that your final product provides evidence that you demonstrated the knowledge and skills needed to meet the major elements of the Initial Level CEC Content Standards being assessed.